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ABSTRACT

This document investigates the educational impact of service-learning internships arranged in North Carolina. Emphasis is placed on what students report they learn in service-learning internships and what conditions support those learnings. Results indicate the learning benefits most frequently felt by student interns was (1) the development of more hopeful, knowledgeable and concerned attitudes toward community problemsolving, (2) increased motivation to work and learn in communities, (3) the opportunity for personal learning in the realm of action, and (4) immediate impact on student intern behavior and plans of the future. The learning impact of the internship is, however, greatly reduced by the lack of appropriate follow-up when the student returns to campus. (MJM)

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STUDENT LEARNING Through COMMUNITY INVOLVEMENT

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STUDENT LEARNING THROUGH COMMUNITY INVOLVEMENT

A Report on Three Studies of
the Service-Learning Model

By David H. Kiel

For the
North Carolina Internship Office
and
Southern Regional Education Board

July, 1972

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FOREWORD

The Southern Regional Education Board has been operating a service-learning internship program in Resource Development since 1967. Hundreds of students, agency personnel, and educators have participated in promoting the educational and service components inherent in the concept of service-learning internships.

Many questions have arisen during the growing years of the internship program. The examination of the educational component has emerged as one of the program's greatest needs. Identification of the service benefits rendered by students working in public developmental agencies has been relatively easy, but the learning benefits experienced by internship participants have been much more elusive and therefore have not been readily subjected to analysis and evaluation.

In an attempt to understand and clarify the educational processes at work within the internship, this research identifies and examines the learning benefits experienced in one state-wide service-learning program. The paper is one of several reports on service-learning in the South scheduled for publication by SREB in the near future.

During the two years required for completion of this project, the researcher and writer, David Kiel, was himself a service-learning intern. Directly supported by SREB under a grant from the Office of Economic Research of the Economic Development Agency, he carried out his research under the auspices of the North Carolina Internship Office, the first internship program to be affiliated with SREB on a state-wide basis. The research is therefore not only a mark of the personal skill of Mr. Kiel, but is also both indicative of the high quality of intern participation and representative of a basic goal of the program, namely, the desirability of the intern's direct intervention in his own experience as well as in the formulation of that experience for those who will follow him.

Peter Meyer, Project Director
Student Intern
Southern Regional Education Board
July, 1972

PREFACE

Service-Learning Internships have been arranged in North Carolina since 1969 for over 1,000 college students by the North Carolina Internship Office (NCIO), a joint program of the State Department of Administration and the Board of Higher Education.

This research document on the educational impact of these service-learning internships has been prepared by Mr. David Kiel. Mr. Kiel's research into the learning dimensions of service-learning internships has resulted in this document and two other papers, An Evaluation of the Summer 1969 Resource Development Internship Program in 1970 and Service-Learning Takes A Look At Itself in 1971, printed by the NCIO.

In this document, Mr. Kiel has identified what students report they learn in service-learning internships and what conditions support those learnings.

The total impact of service-learning internship programs is not reported in these findings. As service-learning designs mature and expand, the need for more critical and exhaustive research will become increasingly important.

This data has already been utilized in developing training designs for interns, agency supervisors and faculty counselors who are participating in service-learning internships in North Carolina.

The NCIO is pleased to have provided the administrative support for this research and trust that the findings reported will offer encouragement to those who have supported these efforts, stimulation to those who seek to develop service-learning programs and gist to those who seek critical information about the educational validity of public-need-based learning.

Robert Lee Sigmon
Director, North Carolina
Internship Office
May, 1972

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I am especially grateful to Dr. Berton H. Kaplan, professor of psychiatric epidemiology at the University of North Carolina School of Public Health, for his support and advice during the course of this project. I am also indebted to Professors Donna Brogan, now at Emory University, and Richard Stewart in the Department of Biostatistics at the UNC School of Public Health, for their help with the statistical analysis used in this report. Any problems that the statistician might have with this work must necessarily be attributed to the mistakes of a novice which were made in spite of their excellent advice.

Dr. John Filley's careful reading of a late draft of this report is responsible for a number of substantial improvements in the text. Dr. Filley is a Professor of Mental Health in the School of Public Health. For his help, too, I am grateful.

For the last three years, Mr. Robert Sigmon, director of the North Carolina Internship Office, has been an effective supervisor, respected mentor, and close friend. Much that is good (and readable) in this report is a result of his careful criticism. I am also grateful to Dr. William O'Connell and Dr. Peter Meyer who have provided the financial support from SREB for this research effort which has meant so much to my own intellectual and professional development.

I want to acknowledge my debt to the administrators of Internship Programs throughout the State of North Carolina without whose cooperation the data on which this report is based could never have been gathered. Finally I want to say "thank you" to both groups of interviewers who have have collected data for this report from our beginning exploratory research in 1969 to our follow-up survey in 1971.

David Kiel
May 9, 1972

STUDENT LEARNING THROUGH COMMUNITY INVOLVEMENT

INTRODUCTION

Background of Service-Learning Concept

Training leaders has been a foremost goal of educators since the beginning of history. The Greeks and the Romans were noted for their concern with the education of men to be public leaders, strong in civic virtue. The early colleges in America were often seen as places to educate and prepare the sons of the land-owning gentry for important roles in government and public service.

Now, however, we are beginning to see that we need more than a few wise, educated leaders; a host of competent, citizen problem-solvers is needed if we are to deal with the mounting challenges of our times.

Our traditional institutions of higher learning are being criticized for isolating students from the real world rather than preparing them for playing valuable roles as problem-solvers in society. Peace Corps recruitment efforts have played on higher education inadequacy by urging "You've gotten a diploma, now get an education."

A host of alternatives to college and university methods of educating the public have been spot-lighted in the past decade. Some are student-generated as was the civil rights organizing of the early 1960's and the development of free universities of the late 1960's. Some are government-generated alternatives such as VISTA and the Peace Corps. Others are privately-generated alternatives like Cross-Roads Africa and the Urban Corps. Some alternatives emerged from state governments like the North Carolina Volunteers.

Universities and colleges, too, are responding to this sense of need and to the competition created by outside challenge and are attempting to close the gap between the student experience and "real life" with a variety of programs. Internships of various kinds, foreign study programs, cooperative education projects, and "universities without walls" are among the programs that have emerged to add relevance to traditional education processes.

This research also grew out of the movement for greater relevance in education. It is an attempt to explore the educational impact and processes at work in one particular variant of out-of-classroom experience--service and learning in the public need setting. The study is necessarily restricted in scope and specific in application. Yet, in the quest for relevant preparation of society's future citizen leaders, it purposes to clarify some of the key educational questions at issue in the movement away from the classroom.

Specifically, the goals of this study are to (1) define and specify the learning outcomes that can reasonably be associated with service-learning experiences, (2) identify empirically the important variables that determine learning, and (3) develop and test a theoretical framework that associates learning outcomes and the varieties of service-learning experience.

The Service-Learning Model in North Carolina

The specific service-oriented, agency-based learning experience under consideration here is variously called the resource development and the service-learning internship. The resource development internship programs originated with the Southern Regional Education Board throughout the south in the late 1960's. In 1969 the SREB and the State of North Carolina agreed to develop service-learning internship programs with the cooperation and initiative of eleven institutions of higher learning in North Carolina.

The service-learning internship is designed to provide a significant learning experience within a public agency for graduate or undergraduate students. Recruitment and placement of student interns is done by a college or university, and interns are fully matriculated in the institution for the duration of the internship. It is more than an educational exercise, however, for the student is expected to perform a needed service for the public agency. Each intern works with a local public agency, such as a mental health center, the police department, an economic planning agency, or a hospital or community health clinic, for a specified length of time, usually 12 weeks of full-time involvement during the summer. He has a specific task or role to fulfill within the agency--for instance, survey dilapidated housing in the county or serve as an alcoholic rehabilitation counselor. He is responsible for performing a needed task for the agency while learning from the experience. To help him with the task responsibilities the intern is assigned to an agency supervisor; a faculty counselor is provided to aid him with his learning. The supervisor, counselor, and intern together form the project committee. The student usually receives both a stipend ($75-$100 a week) and academic credit (1 to 15 semester hours). He also participates with other interns in a series of seminars that continue for the duration of the field experience. Funding for the stipends comes from a mixture of federal, local, and state sources.

The Department of Administration of the State of North Carolina and the Resource Development Project of the Southern Regional Education Board initiated a model state service-learning program on a pilot basis in North Carolina in March, 1969. Since then over 1000 students from 19 institutions of higher learning in North Carolina have participated in such experiences. There has been a steady growth of student involvement since the summer of 1969 when 100 students were first appointed interns. In 1970 over 300 students participated in summer internships based on the service-learning model, and in 1971 the

number grew to over 400. In addition, year-round internship program models are being tested and developed in some areas.

Service-learning programs have been administered through a variety of arrangements. In Charlotte and Winston-Salem consortia of major higher educational institutions in the urban area direct the program. In western North Carolina, where five internship programs receive support from the Appalachian Regional Commission, the programs are administered by each local institution.

In addition to the university and college-administered program, state government agencies coordinate and provide placements for a number of other intern programs that differ somewhat in structure from the service-learning model.

Interns from three such programs, the North Carolina Environmental Internship Program, the Department of Corrections Internship Program, and the North Carolina State Government Summer Internship Program, were included in the sample drawn for this study. These programs differ from the service-learning model in that they have non-campus administrative bases and focus on state rather than local government or other public agencies. In the case of the Corrections and State Government programs, they have less faculty involvement than service-learning internships and do not necessarily have a specific project focus. The State Government Program, the first internship program of this type in North Carolina, also provides for a group living arrangement during the intern experience.

The focus here then is on a specific kind of internship program which is only one of several models of community-based experiential learning. So while we are hopeful that many of the findings of this study will be applicable to other forms of community-based experiential learning, our basic aim is to explore the service-learning model intensively, as it has been developed in North Carolina.

Background of This Study

This report is actually the third of three separate and successive studies of service-learning programs in North Carolina. The initial research was of an exploratory nature and was based on open-ended interviews of 60 interns and faculty counselors who participated in the North Carolina internship programs in 1969. The report of that study was entitled "An Evaluation of the Summer, 1969 Resource Development Internship Program."

The first study provided initial insights into what actually happened to students in the course of their service-learning experience and how the combination of counseling and supervisory relationships worked in practice. The study also gave an indication of the kinds of phenomena that were important in understanding internship learning,

but yielded very little indication as to the relative frequency of internship phenomena.

A second study, based on 1970 program experience, provided information about the relative frequency of events. It also noted the dynamics that shaped the internship and resulting interpersonal relationships as they unfolded during the summer. A systematic look at the role of the agency supervisor was included. The report of the second study was printed in May, 1971 under the title, "Service Learning Takes a Look at Itself."[1]

This study builds on the two earlier efforts. It attempts, by the use of relatively sophisticated statistical methods, to clarify and quantify not only the frequency of internship phenomena concerned with learning, but also the nature of the relationships among various kinds of phenomena.

The data are drawn from a sample of 100 student interns, 22 faculty counselors, and 28 agency supervisors who participated in internship programs in North Carolina in 1970. The sample was designed to include about one third of all students, faculty counselors and agency supervisors involved in the program. Each individual responded in a personal interview according to a fixed schedule.

The data were collected in March and April of 1971. The actual sample return compared to the intended sample is shown in the table below.

	Intended Sample	Actual Sample
Interns	100	88
Faculty Counselors	22	18
Agency Supervisors	29	36

The sample contained representative proportions of each internship program including the five programs in western North Carolina, programs based in Charlotte and Winston-Salem, and the three state government-based intern programs, centered for the most part in Raleigh. Participating institutions of higher education included University of North Carolina-Asheville, Western Carolina University, Mars Hill College, Warren Wilson College, Appalachian State University, University of North Carolina-Charlotte, Queens College, Johnson C. Smith University, Salem College, Wake Forest University, Davidson College, A & T State University, and University of North Carolina-Raleigh.

The Organization of this Report

The next section of this report is designed to be a bird's eye view of the internship experience. It is hoped that the reader will gain

[1]Both studies are cited several times within the present work. They are identified within the text by the year of the study and page number to facilitate reference.

from it a "feel" for the essential quality of the experience described. The following section summarizes the major learning outcomes of the internship experience from both a programmatic and individual perspective. Then a theoretical basis and statistical exploration concerning elements of the experience that are believed to account for learning is presented. In the final section the three major internship roles are analyzed with emphasis on their major challenges.

WITHIN THE INTERNSHIP: A SAMPLING OF STUDENT EXPERIENCES

This chapter presents a brief description of four internship experiences that occurred in the summer of 1969. The interns were interviewed during the winter and spring of 1969-70 and the results were recorded as part of the initial research into internship learning compiled in the 1969 report.

This section will enable the reader to better understand the kind of experience that is described in analytical and abstract terms later in the paper. These four interviews were chosen from a larger number because they contain the general themes of most internship experiences and present a range of projects with several different types of community agencies. In them the reader can glimpse the flesh and blood reality from which are derived the somewhat colorless terms employed later such as "initial motivation", "activity content", "task and agency perceptions" and "student learning outcomes." Most of the accounts depict a basically positive learning experience, but most also give a hint that the positive results were not obtained without struggle, disappointment and frustration.

The four interviews were drawn from internship programs in Eastern, Western, and Piedmont North Carolina, in urban and rural settings, and sponsored by small private colleges as well as large public universities.

Internship I

In the spring of 1969, the Chairman of the Music Department approached Roger and asked him if he would be interested in a community development internship assessing the amount and quality of music education in the county and suggesting ways in which it could be improved. Also, he was to determine the degree of community interest in a music education program. The internship, which lasted from the beginning of June until the second week in August, offered Roger social science course credit hours as well as work-study funds.

Roger believed that little musical education existed in the county schools, and his probes supported this belief. He spoke with the principals of all eight county schools, the Superintendent of the County Schools, members of the Board of Education, choir directors in the churches, P.T.A. leaders, local political leaders, and community square dance leaders and performers. He was attempting not only to assess but to enhance interest in a county school music education program which in his conception would initially emanate from the college. He felt if the college could demonstrate the desirability of a music education program then the school system would move toward a more permanent and professional staff. Consequently, he viewed one goal of his internship as the building of bridges between the county and the college. One result of the linkages he established

was the coordination of efforts and resources among the Music Department, Upward Bound officials, and the Superintendent of the County Schools, which brought the North Carolina Symphony Orchestra to perform before the school children of the county.

When speaking to school and other public officials, Roger proposed that college students teach music in the county schools. For their efforts, these students would receive both teaching experience and course credit toward graduation. The county students would be exposed to music education. When the individual principals realized that this plan would not cost the school system any money, they were categorically receptive and desirous of its implementation.

Initially there was hope that this program could be inaugurated immediately. To Roger's disappointment, it was the college that proved the greater barrier to realization of the idea. The college would not accord college course credit to the student teachers in the music program, and it appeared that accreditation would not occur in the immediate future.

Roger felt that the college was not committed to the point of action and found the college intern program administration partially culpable. He viewed his final report, the culmination of his findings and proposals, as a skeleton around which pressure and programs could be formed and was anxious to present his recommendations to school and county officials. However, since the intern program had arranged to reproduce all internship reports at the same time, and since some reports were not received, Roger's report was never duplicated and distributed when he needed it. In September and October, he made repeated appeals to the intern program for publication of his report but because of financial problems, these appeals were to no avail. As a result, there was a marked deterioration in Roger's motivation to continue working on the project.

The rapport between Roger and his faculty counselor was good. The faculty counselor suggested ways in which Roger could approach his task and referred him to persons who could assist in the project. Conferences were held only occasionally and by Roger's initiation. He found the independence and freedom of the internship particularly gratifying.

Roger felt that his summer internship was a beneficial experience. Numerous contacts with people increased his competence in interpersonal relations. His confidence grew because he found that people liked him and supported his project. His internship also gave him insights into both the educational structure and power forces in the county. And the internship somewhat broadened his own professional desires. He had always wanted to be a high school choral director, but is now also considering music administration and supervisory duties.

Internship II

Virginia's internship task focused on hunger and malnutrition in a rural county. The particular question which she wanted to answer was, "Is hunger a deterrent to manpower?" She received invaluable assistance from her faculty counselor, Joanne. Joanne worked in the Nursing Department of the university and had been involved in public health work in the county for about fifteen years. Virginia saw her as a professionally capable and personally sensitive person who, because of her experience, was fully aware of existing hunger and malnutrition problems. Virginia and Joanne talked at length before Virginia went into the field and later consulted on a daily basis to exchange information and ask questions. Virginia was readily accepted by the people she visited and found that her previous nursing experience was most helpful.

One major difference between this study and the other surveys on hunger and malnutrition was Virginia's demonstration of personal involvement with the community people. Whenever she visited a home she took something to leave with the people, whether food or a recipe. She offered surplus food, dishes made from the surplus food for them to taste, or recipes with simple drawings and language that they could read with understanding. She felt that these simple gestures of concern facilitated development of the rapport and cooperation she needed from the people.

Virginia did notice that the surplus food was often not used because it was thought to be inferior. In addition, the people did not know how to prepare the food. Joanne herself had gone into many homes and demonstrated the use of surplus food with cooking utensils available in the homes. Home demonstration solves many of the problems involved in formal training sessions, which entail prohibitive transportation problems to a central location and have little relevance to the cluttered, sparsely supplied kitchens that the ladies return to after the demonstration is over. Active personal demonstration in the home seems to be much more effective.

Virginia and Joanne came to the conclusion that hunger is not in itself a deterrent to manpower; the root of the manpower problem lies in the development of skills needed for jobs and the availability of the jobs themselves. The source of the problems lie far too deep in background and inherent value systems for surplus food to produce any lasting effects. Virginia became convinced that money should not be just given to the hungry families, as had been done in several cases. She saw no lasting effects of this money, and could not determine to what extent it was spent for the intended purpose. Communities need more involvement, more <u>total</u> involvement in the problem of hunger and malnutrition, than the distribution of surplus food and money.

Virginia was somewhat frustrated in the beginning by disorganization which she felt between the intern program and herself. She did not

know exactly what was expected of her, or what her limitations were, and noted special confusion concerning the financial terms of the program. Joanne felt that the interns needed better orientation from their counselors in addition to better program organization, but agreed that the role of the counselor depends on the need of the individual intern and his special project.

Virginia described her summer internship as the most personally satisfying job she had ever had and, as a result of her involvement, she has definitely decided to go into public health work as a nurse. When she talked o. her summer, her enthusiasm, concern, and desire to continue helping the community to develop a more total response to the needs of its people was evident as was her interest in effecting permanent problem resolution as opposed to temporary relief.

Internship III

Ann became involved in the summer internship program through her husband, Jim, who learned about the program from one of his professors. Ann was looking for a job because she needed the money. The intern program didn't seem very demanding and she anticipated that the job would be interesting and personally rewarding. Since she and her husband could both participate, it meant that they could spend the summer together, so they decided to accept the intern positions.

Ann and Jim's major task for the summer was to conduct a survey of area housing needs in the county. Ann commented wryly, "I guess we got it by default, but we often wondered who'd have done it if we hadn't."

The assignment required extensive interviewing of area residents. Ann liked interviewing and made numerous comments about their feelings and approaches to the task. She felt that her own experience of coming from a poor, broken home in which her father supported eight children on day labor wages made her more comfortable when she talked to people about their housing problems. "When Jim and I walked into some of those houses that were about to fall down, I'd say, 'Well, it looks like home.'" She observed that Jim was even more adept at communicating with the rural people they visited than she. "Jim's a country boy with bright, brown eyes and a big country grin. He made people feel at home."

She learned that appearances and first impressions are very important in interviewing. Many of the housewives had had bad experiences with door-to-door salesmen and were also very suspicious of anyone who resembled a "hippie." Language is important in effective interviewing, too; college vocabulary and complicated phraseology only produce resentment. The language of the people must be used.

She observed that the failure of a black fellow intern in interviewing black residents may have been attributable to his appearance. She

felt that the people were accustomed to white people asking them personal questions, but were unusually suspicious of a young, educated black student with an Afro cut.

Ann and Jim found that they could only interview about four hours a day because of the emotional strain of meeting and relating to the people. "It's too depressing," she explained. "Besides that, you run out of conversation. You have to have a conversation with people before you can start asking them questions."

Ann was very critical of the intern program itself. The agency appeared to be unorganized and did not provide enough assistance for the interns. The scope and purpose of their project was never clearly defined, and a frequent change of supervisors hampered communication and project development. They found through experience that the instructions they had been given were incomplete and the questionnaires provided for the interviews were so inadequate that extensive revision was required midway through the project.

Ann suggested that, in the future, tools and assistance provided for the interns be much improved. A more thorough orientation program is also necessary to give the interns definite understanding of their responsibilities and goals. Ann felt that, properly oriented and focused, she could have utilized her own skills and knowledge as a math major to much better advantage.

Her overall reaction to the program seemed to be summed up in three words: "We were disgusted." She believed, however, that as a result of the experience, her husband might go into social work with particular emphasis on the administration and structure of social service programs.

Internship IV

Kathy's job was to work with patient admissions at the county mental health clinic for children and at the same time to look for ways that patients could be admitted more quickly and efficiently.

When she began work she found a waiting list of over 300 children, some of whom had made application as far back as April 1, 1967. Part of the problem was the method of admission, which required a two-hour preliminary interview with the psychiatric staff and social workers. The small staff had neither the time nor the personnel to handle all the applications. The most serious cases of disturbance were handled first, then as many from the waiting list as was possible.

First Kathy set up a directory of applications. She then suggested that the intake-interviews be handled by teams consisting of one psychiatrist, one social worker and other staff members who might be needed. They were to interview those persons on the waiting list on a regularly scheduled basis. The list could be waived in emergency

cases, but by spreading out the work load in general, three times as many people could be handled.

Her third step was to begin to contact all those persons on the waiting list. She attempted to evaluate the seriousness of each situation. Permission had to be obtained from the child's family to visit his school, the welfare department, or the courts when necessary. Then she set up a time when the family could be visited by a social worker. Further arrangements were made, if necessary, for a personal interview conducted by one of the intake teams. In addition to the child and his family, a teacher, guidance counselor or other such persons might be included.

Her system worked well. The clinic created three intake-interview teams and by the end of her internship the waiting list had been cut to within nine months of the day. Arrangements had been made for a full-time secretary to continue the work in September.

Kathy received complete cooperation from the county health department. Her suggestions were welcomed and tried. She believed that the mental health clinic would consider the university as a source of manpower and innovation in the future.

As a result of her positive experience, Kathy switched her academic major from English to sociology and participated in the summer program again the following summer.

STUDENT LEARNING

Specifying Student Learning

The basic assumption underlying this study is that experiences that influence learning vary widely within the internship model. The task of discovering a way to describe student learning that is at once general enough to have some applicability to the variety of learning experiences, and yet discrete enough to make meaningful distinctions between various learning outcomes is no simple one.

As indicated previously, the 1969 study, which contained summaries of more than thirty unstructured interviews with interns including the four presented in this paper, was used as a basis for inquiry into the learning process. A content analysis of these interview summaries produced a first approximation of the set of conceptually-distinct learnings gained from internship experiences (see 1969 report, p. 14).

A number of questionnaire items measuring these learning outcomes were then developed and pretested in our second study (see 1970 report, p. 27). Using these results, seventeen agree-disagree items were prepared to measure student learning. The items are listed in abbreviated form with distribution means and standard deviations in Table 1 on the next page. The complete questionnaire is included in the Appendix on page 55.

Analysis of these learning outcomes revealed a high correlation in the reported frequency of occurence among certain items. This suggested that, while these items seemed to represent distinct meanings, they actually occurred together in various patterns. This raised the possibility that student learning could be more accurately and succinctly described by a smaller number of underlying themes that emerged from the pattern of covariation among the seventeen items.

In order to explore this possibility, the statistical tool of factor analysis was utilized as a further means of specifying student learning. Factor analysis statistically organizes data in such a way that a meaningful theme can be associated with each factor that emerges from the item analysis. Since the number of important factors is necessarily smaller than the number of items in the original list, the factors are essentially a summarization based on observed relationships within the data.

The analysis of the learning items did in fact, yield four interpretable factors that accounted for slightly over half of the total variance of the data (see Appendix, Table A). The four themes are expressed in terms of dimensions with positive and negative poles. They are (1) humanism and involvement versus alienation and isolation,

TABLE 1

Ranking of Learning Items by Mean Scores*

	ITEM TITLE	MEAN SCORE	STANDARD DEVIATION
1.	Internship positive experience	1.3571	1.5573
2.	Hopefulness about problems	1.5238	1.6390
3.	Believed problems are more serious and urgent	1.6071	1.5756
4.	Gained information	1.9524	1.3071
5.	Increased ability to work with others quite different from self	2.1796	1.8638
6.	Like to try internship again	2.4286	1.5776
7.	Summer experience met my objectives	2.4643	1.7524
8.	More interested in community-based learning	2.4881	1.5639
9.	More interested in working with public issues	2.5476	1.5399
10.	Know better how to get something done in a public agency or community	2.7738	1.3652
11.	Increased self-confidence	2.7738	1.4485
12.	Increased interpersonal competence	2.9167	1.3815
13.	Learned about strengths and weaknesses in an internship setting	2.9762	1.7900
14.	Believes problem solving complex process	3.1130	1.9499
15.	Appreciates differences and similarities of those of different races and economic backgrounds more	3.2857	2.0627
16.	Learned a lot about future jobs	3.5238	1.8333
17.	Worked this year following up on summer's issues and concerns	4.0595	2.2621

N=84

*The item titles are summaries or paraphrases of the positive anchors of seven-point continuums. In this list 1.00 indicates maximum agreement with the positive side of the continuum, and 7.00 equals maximum agreement with the negative side. All scale items in this report, unless otherwise specified, are scored according to the same procedure.

Note: Please substitute this page for page 15.

(2) positive versus negative community learning, (3) great versus small impact on immediate plans and behavior, and (4) realism and maturity versus naivete.

These theme or factor titles are derived from the questionnaire items that made up each factor scale. The first and most important factor, humanism versus alienation, accounts for about one-half the total "explained" variance and was measured by a scale primarily composed of the items below. The numbers beside each item represent the factor loading of the item, i.e. the correlation of the item with the factor and thus its relative contribution to the meaning of the factor, which is determined by all the items.

> The idea of working with public issues and community problems has become very much attractive to me. (.73)
>
> I have developed a considerable ability to work with people who are quite different from me. (.68)
>
> I've become much more interested in community-based learning. (.64)
>
> I've learned to appreciate the differences and similarities between me and people of different racial and economic backgrounds. (.47)
>
> I've greatly increased my ability to work with people effectively. (.48)
>
> I learned a great deal about the job I'd like to have after I leave school. (.43)

The second most important factor in explaining the variance of the data is the dimension, positive versus negative community learning. This factor derives its meaning primarily from the following items:

> I felt the internship to be a positive, enjoyable experience. (.76)
>
> I feel that last summer's experience met all of the objectives I had for getting involved in the internship. (.73)
>
> I've concluded that with additional effort and application of resources that some real progress can be made in dealing with these problems. (.56)
>
> This summer I gained a great deal of general information about the problem I worked on. (.55)
>
> I know a lot better how to go about getting something done in a public agency or in a community. (.52)

The third factor describes a dimension of great versus small impact on immediate behavior and future plans. The items which load chiefly on this factor are:

> I have spent a great deal of my time this year in following up some of the issues and concerns I was exposed to this summer. (.68)

I'd like to try something like an internship again. (.64)

I learned a great deal about the kind of job I'd like to have after I leave school. (.55)

I've gained a great deal more confidence in myself as an active, competent, self-reliant person. (.47)

The fourth factor, realism versus naivete, incorporated the discovery of one's personal limits in the community setting and the development of growth in capacity to establish working relationships with others:

I learned a great deal about my strengths and weaknesses in the internship setting. (.74)

I discovered that problem solving is an extremely complex process even when you're doing your best. (.67)

I've greatly increased my ability to work with people effectively. (.52)

I've learned to appreciate the differences and similarities between me and people of different racial and economic backgrounds as a result of my summer experience. (.46)

One of the properties of this factor analysis is that the dimensions (which are linear combinations of the original items) are statistically independent of one another, i.e., they are uncorrelated. Hence four distinct summary factors that seem to describe a significant portion of internship learning in the individual situation are left: humanism, positive community learning, immediate impact on plans, and realism.

Faculty and Agency Corroboration of Student Reports

In order to obtain some outside validation of the student-reported data on learning gathered in the 1969 survey, faculty and agency supervisors were asked to rate twelve of seventeen of the same learning items. It was originally hoped that faculty, agency hosts and students who were involved in the same projects could be interviewed in order to make a case-by-case comparison of perspectives on what the students had learned. However, a number of difficulties made it difficult to get this quantity of data, including the assignment of several interns to one counselor or agency host, inadequate instructions given to interviewers, and scattering of faculty, agency and students subsequent to the internship. The following discussion, then, is based on data obtained from all the interns, faculty and agency hosts interviewed. Hence they are suitable for group comparisons, though not individual case comparisons.

The twelve learning items presented to agency and faculty personnel from the seventeen items on the list were chosen because they sought

to measure relatively objective qualities such as "amount of information gained about the problem," or "ability to work with people effectively," as opposed to purely subjective concerns to which only the intern could respond such as "I felt the internship was a positive experience," or "the summer met most of my objectives for taking the internship."

The median scores for each group rating student learning are presented in Table B of the Appendix. Five of the twelve items show a relatively high disagreement between two observing groups (disagreement of .7 or higher). In three cases the disagreement was between students and faculty; in two cases it was between students and agency. The difference in faculty-student perceptions of student learning concerned the amount of information absorbed as a result of the experience, the depth of student concern about problems, and the extent of optimism about ultimate progress. On all three items, the interns felt themselves better informed, more concerned and more optimistic than faculty counselors perceived them to be. Agency hosts also saw the interns as more informed and more concerned than faculty did, but not to the same degree as the students. Agency rating of intern optimism was exactly midway between the student and faculty ratings.

Agency hosts saw students as learning more about desirable future jobs than did the students or faculty, while both agency hosts and faculty gave students more credit for understanding the complexity of community problem-solving than the students gave themselves.

This last difference replicates a finding of a previous study. With the exception of the disagreements mentioned, however, there is wide consensus among interns, faculty and supervisors about what was learned. This finding supports the conclusion drawn from the survey of the same group of interns immediately after the close of the program in August 1970, based on data from open-ended questionnaires distributed to students, faculty and agency hosts. That study revealed essentially the same kinds of learning resulting from the internship experience.

EXPLANATION OF STUDENT LEARNING

Identification of the Independent Variables

Innumerable factors could account for student learning, e.g., I.Q., nature of the assigned activity, supervision, previous educational experience, age, motivation, and individual learning style among others. Only a few of them could be dealt with within the scope of this study. The selection of elements to be analyzed was based on student opinion about crucial learning causes, the possible usefulness of a category of variables to educational policy makers, and the intuition and theoretical preconceptions of the writer.

A rough three-part schema was used to consider the types of learning variables. The first part can be called dimensions of the student. It encompasses conditions the student brought with him into the learning environment, namely his age, sex, race, attitudes, expectations and capacities. The second part of the schema includes dimensions of the learning environment such as the rate of pay, the activity engaged in, and the educational supports provided by the school. Dimensions of the learning environment are factors that the student had little or no control over; they were "givens" in the internship. A third category of variables resulted from interactions or transactions between the student and his learning environment such as the student's perceptions of his task and agency and his relationships with various individuals during the summer.

With this broad triad of learning variables in mind, the selection of specific variables for this study can be considered in greater detail.

Dimensions of the Student

From all the factors that might accompany the student into the learning situation including values, attitudes, intentions, needs, abilities, and past experience, eight separate items were chosen for analysis in this study. Four are demographic variables: age, sex, race, and socioeconomic status as measured by father's education; four are statements about the student's motives for involvement in the internship.

The four motivational statements were suggested by the 1969 and 1970 studies. They are measures of motivation to (1) help others, (2) develop a specific interest or skill, (3) identify future job possibilities, and (4) take advantage of the extrinsic rewards of the program without clear insight into other goals. Both studies suggested the significance of the first two motives. The third motive was selected because of evidence in the second study that it

was an important factor for students.[2] A fifth item, "desire to work in a particular area of the state," which was identified in the first study, was dropped from the list when its prevalence was not replicated in the second study.

Dimensions of the Environment

The early studies isolated four qualitatively different types of internship activity which thus emerged as environmental dimensions of learning. The first three, research activity, organizing activity, and direct service activity, are conceived as being generally independent of one another, while the last quality, cross-cultural activity, is seen as a category that cuts across the first three.

Extrinsic rewards and sanctions, specifically pay and academic credit, are viewed to be crucial parts of the internship experience but were not included in this study because there was little variation in these factors within the sample. The time dimension is also viewed as important but, like extrinsic rewards, is relatively invariable and thus not suitable for inclusion in the present study.

Interactive Dimensions

The interactive dimensions of learning include both student perceptions of his relationships with individuals and his attitudes toward his task and work environment.

There are several categories of personal relationships which seem to be important in the learning process. Intern relationships with supervisors, counselors, agency colleagues, clients, and fellow interns seem to stand out as most important. This study focuses on intern relationships with faculty counselors and agency supervisors. While this admittedly is an incomplete treatment of this category of variables, it is felt that these relationships are the most significant ones within the internship. In addition, they are greatly influenced by the intern program administrator through his selection and orientation of personnel and his leadership in in-service training. Better understanding of the dynamics of these relationships can assist the administration in making crucial decisions which affect them.

The relationships are analyzed to determine both the degree of support provided by the relationships for the intern and the degree of autonomy allowed the intern in developing and carrying out his

[2]Studies of Peace Corps volunteers also reveal concern about future career to be an important motivating factor. See, for example, "A Study of the Attitudes of College Seniors towards Peace Corps and the Effectiveness of Recruiting," Louis Harris & Associates, June, 1966, p. 45.

own project. Elements of support and autonomy are not only generally interesting and widely studied aspects of relationships, but are specifically recognized by the service-learning program itself as essential ingredients of the intern learning experience. Hence the choice of these two variables has an evaluative as well as a theoretical application. That is, the data helps developers of service-learning programs answer the questions, "How effective are my present efforts in creating the conditions for learning that I believe are desirable?" and "How valid is my learning theory?"

Another set of interaction measure might be called task and agency perceptions. They include the respect the student had for the agency he worked in, his sense of task accomplishment, his identification of possible career opportunities within the agency, his sense of whether what he was doing was intrinsically worthwhile, and finally his sense of responsibility for the project. The choice of these items is based on their demonstrated significance in the 1969 report.

Measurement and Consolidation of the Independent Variables

1. Dimensions of the Student

Table 2 below shows the distribution of the sample among the selected demographic student dimensions which were sex, race, age, and socio-economic status as measured by father's education. All figures are percentages, adjusted for missing data.

TABLE 2

Demographic Variables of Student Dimensions of Learning

Sex	Male	63.6
	Female	36.4
Race	Black	26.5
	White	69.9
	Other	3.6
Year in School at time of Internship	Sophomore	7.0
	Junior	16.3
	Senior	54.7
	Graduate	22.2
Last Year Father Completed in School	1-6 years	5.3
	7-9 years	10.5
	10-11 years	15.8
	12 years	23.7
	12-15 years	14.5
	16 years	17.1
N=88	16 +	13.2

The data show that women may be slightly under-represented in internship programs compared to their enrollment in North Carolina senior institutions of higher education.

Blacks, another traditionally "left out" group, represent 26.5% of the interns sampled while only 12% of students enrolled in senior institutions are black. The ratio of black involvement in internship programs is more representative of the black state population than of black North Carolina college students.[3] Despite the fact that the internship programs generally recruit upperclassmen and graduate students, these data show that a small proportion of underclassmen are also enrolled.

Table 3 shows the distribution of initial motives for joining the internship program.

TABLE 3

Motivational Variables of Student Dimensions of Learning

Questionnaire Item	Percent Strongly Agree
I wanted to work in a field that was of particular interest to me.	73.6
I was looking for a chance to be of service to others. I wanted to work on a real community problem.	54.7
I was concerned about exploring future job opportunities.	33.7

It is clear that a majority of students who undertake an internship have a specific interest that they wish to explore and that most of these preferred to work in a capacity that was of service to others, although a significant minority were interested in exploring future job possibilities.

2. Dimensions of the Environment

The major dimension of the learning environment measured was the type of activity required by each task. The purpose was to find

[3]The estimates of enrollment of females and blacks in North Carolina senior institutions of higher learning are based on data from The Statistical Abstract of Higher Education 1970-71, published by the State Board of Education.

descriptions of the activities that would be both significant for learning and applicable to the variety of specific tasks of over 400 interns, yet distinct enough to be clearly separable from each other. Table 4 shows the distribution of the sample among cross-cultural, organizing, direct-service, and research types of internships.

TABLE 4

Types of Internship Activity

Activity Description Item	Percent Strongly Agree*
One aspect of last summer's internship was close and frequent contact with people who were different from me in one or some of the following ways: racial background, economic background, social and political views, age group.	54.4
My internship last summer consisted largely of organizational work: trying to help get a program or project into actual operation. It meant spending a good part of my time talking with people to get support, making arrangements, and making decisions.	30.7
My internship last summer consisted primarily of direct services to individuals. I tried to help individuals or groups by providing them with information, counseling, or some other person-to-person service.	20.5
My internship last summer consisted largely of gathering information and organizing that information in such a way that would help describe or lead to action on a community problem. I decided what information was necessary, figured out how to get it, collected it, and interpreted it.	50.0

The data show that most internships have a strong cross-cultural component, while research is the most frequent of the three activity

*"Strong agreement" means that the respondents replied "one" or "two" on a seven-point agree-disagree scale.

modes. A correlational analysis of these items verifies that they are empirically distinct dimensions. (See Table C in the Appendix.)

3. Interactive Dimensions of Learning

The degree of helpfulness of faculty counselors and agency supervisors as perceived by the interns is rated in Table 5. Table 6 shows the extent to which they perceived autonomy in planning and carrying out project objectives.

TABLE 5

Student Rating of Helpfulness of Faculty Counselors and Agency Supervisors* With Mean Helpfulness Scores

	Percent Very Helpful	Percent A Hindrance
Faculty Counselors	46.7	15.7
Agency Supervisors	60.2	15.5

Mean Faculty Helpfulness Score: 3.107
Mean Agency Helpfulness Score : 2.651

TABLE 6

Student Perceptions of Autonomy

	Percent of Students
Project Objectives	
defined jointly with student	56.5
defined largely by supervisor	32.9
none defined	10.6
Means of Carrying Out Objectives	
student determined	40.0
determined with others	48.2
determined by others	11.8

*Helpfulness is measured on a scale where 1 means "very helpful" and 7 is "a hindrance." In Table 5, "very helpful" includes those who marked 1 or 2, while "a hindrance" includes those who marked 6 or 7. The total N in both tables is 88.

That students found the agency supervisors more helpful to them (See Table 5) than faculty counselors replicates findings of the 1970 study. The difference in the helpfulness mean scores of the two groups in this study is significant at the .05 level. This result may be partially explained by the fact that agency supervisors were in much closer contact with student interns than faculty counselors. Students reported an average of five contacts with faculty for the entire summer while mean contact frequency with supervisors was three times a week.

The data in Table 6 suggest that students did participate in determining the objectives of their projects in the majority of cases and that they felt an even greater degree of autonomy in carrying out their projects. Thus there are grounds for believing that the internship programs have succeeded in creating relatively permissive learning climates.

The second type of interaction thought to be significant in the internship was the student's relationship to his assigned task and his agency. Table 7 shows a partial distribution of responses designed to assess student perception of these interactive elements.

TABLE 7

Student Perceptions of Task and Agency

Item	Percent Strongly Agree*	Percent Strongly Disagree**
1. I felt the agency was doing its best in tackling a difficult community problem.	30.2	33.7
2. I accomplished what I set out to do in my project(s).	45.3	14.0
3. I saw some people doing jobs in the agency this summer that I might like to have when I get out of school.	27.6	39.1
4. Whether or not I was as successful as I would have liked, what I was trying to do this summer was important and could be a contribution to the agency and community.	70.5	6.8
5. Most of the responsibility for the success or failure of the project rests on me.	51.5	15.9

*Indicates a response of one or two on the seven-point agree-disagree scale.

**Indicates a response of six or seven on the scale.

The data indicate that students' overwhelming impression was that they were involved in something worthwhile; over half felt responsible for their work. Less than half saw themselves as fully successful, though only about one-seventh viewed themselves as utter failures.

The students tended to be critical of the agencies they worked for and only slightly more than a quarter of the students indicated that they would be interested in having the kind of jobs provided by the agency.

Further statistical analysis showed that the five items in Table 7 and the measures of support and autonomy might be more succinctly described by three underlying factors, (1) the compatibility of the student with his task and agency, (2) the degree of help obtained from supervisors and counselors, and (3) the responsibility entrusted by the supervisor and assumed by the intern. (See Appendix, Tables D and E.)

Relationship of Dependent and Independent Variables: Towards A Theory of Internship Learning

Table 8 describes the progress made thus far in conceptual formulation. The relevant dependent and independent variables for explaining student learning in this study are isolated.

In Table 8 each of the learning outcomes (left-hand column) is seen as results to be explained by the independent variables listed under the learning dimensions (right-hand columns). For example, it is felt that some configuration of the independent variables is more likely than any other configuration to result in learning that falls within a scope defined here as humanism. These configurations are determined by discovering which combinations of independent variables (right-hand columns) shows high correlation with a particular learning factor. The statistical techniques used to do this in this paper are called analysis of variance and multiple regression analysis. The former is used to determine how sex and race affected learning in the internship setting, the latter to relate the remaining independent variables to learning.[4]

The data suggest (Appendix, Table F) that there were non-significant trends for females to have more cross-cultural and organizational experiences than males. Neither did they perceive their internship projects as more worthwhile nor develop more humanistic attitudes as a consequence than males. Significant at the .01 level, however, is the fact that females experienced greater growth in the variables associated with realism than males as a result of their internship experience.

[4]For a discussion of the technique of multiple regression analysis used in this study, see The Statistical Package for the Social Sciences, NIC, Bent, and Hull, McGraw-Hill, Inc. (1970), 175.ff.

TABLE 8

Chart of Independent and Dependent Variables
Related to Student Learning

Dependent Variables	Independent Variables		
Learning Outcomes	Dimensions of the Student	Dimensions of Environment	Interaction Dimensions
	Demographic Measures	Activity Types	Task, Agency, Relationship Perceptions
I. Humanism-Alienation	1. Race	1. Cross-cultural	
	2. Sex	2. Research	
II. Positive-Negative Community Learning	3. Year in School	3. Organizing	1. Placement/ project fit
	4. Father's education	4. Direct Service	2. Degree of responsibility given and assumed
	Motivation Measures		
III. Great-Small Impact on Plans and Behavior	1. Interest Motive		
	2. Service Motive		
	3. Job Motive		3. Degree of help received from counselor supervisor
IV. Realism-Naivete			

Black interns reported generally less positive internship experiences than whites. They tended to enter the program with lower expectations, be less satisfied that the agency was doing a good job, be less convinced that they had responsibility for the success or failure of their project and reported that they had less autonomy in planning and carrying out their projects. It is not surprising, then, that their scores on the second learning scale, positive-negative community learning experience, are significantly lower than that of whites. (Appendix, Table G)

The older an intern was, the more interest-motivated he was ($p=.05$, $r=.27$), the more help he perceived from counselors and supervisors ($p=.001$, $r=.33$), the more positive community learning he experienced

(p=.06, r=.18) and the stronger impact it had on his future plans (p=.009, r=.26).[5]

The reader should be aware that interest motivation is correlated also with all these variables at about the same levels, so it may be likely that year-in-school per se does not cause but only contributes to interest motivation and the qualities it implies, such as achievement orientation and goal clarity.

Students from families of higher social class as measured by father's education seemed to enter the internship with higher expectations (r=.23, p=.05). They also perceived their internships as more organizational in nature (r=.31, p=.005) and felt their counselors and supervisors were more helpful (p=.05, r=.24). There were no significant correlations, however, between social class and the learning measures.

The prediction of Learning Factor I, which is interpreted as the degree to which the internship experience fosters "competent humanism versus alienation and isolation," was aided chiefly by only two variables. The degree to which the student was motivated by a desire to be of service to others and the degree to which the internship provided opportunity for close and frequent contact with people who were culturally different from the intern together explained 36% of the variance on the humanism dimension. They have a multiple correlation of about .60.

It is probably just as significant to note which types of variables did not contribute to the predictive equation for humanism as did contribute. Neither the variation in relationship variables (support and responsibility in relationships with supervisors) or the assignment suitability scale seemed to contribute to the equation predicting this type of learning. This doesn't suggest that an agency, or project, or supervisor is unnecessary for this type of learning to occur, but that variations within these factors don't seem to affect learning scores in a linear way.

Learning Factor II, the dimension of positive versus negative community learning experience, seemed to be most closely related to the relationship variables and the scale measuring suitability of placement. Using the dimensions of perceived support, responsibility offered and assumed, and the scale of placement suitability, about 48% of the variance in learning factor II is accounted for with a multiple correlation of about .69. By adding in all of the motivational variables and all of the activity content variables the predictive power is increased by only 10%, or an addition of 1.25% per variable.

Learning Factor III, considerable versus little immediate impact on behavior and future plans, was much more resistant to accurate

[5]Two-tailed tests of significance of difference in group means were used.

prediction. The individual variables that had some small predictive power taken together were interest and job motivation, placement suitability, degree of responsibility offered and assumed, and year-in-school. Nevertheless, all of these variables taken together account for only 15% of the total variance of the factor and have a multiple r of .39. Throwing all of the variables into the equation increases the multiple r only to .50.

Within this small variance, year-in-school and motivational factors seemed to be most active in explaining Factor III. It is interesting to note that while job and interest motivation contributed positively to explaining the variation in immediate impact on plans and behavior, service motivation contributes negatively. However, the correlations are so close to the borderline of statistical significance (r=.26, 19, - .17, n=81) so as to cast doubt on the value of interpretations. The analysis of the relationship between the internship dimensions and the third learning factor implies that other variables which are not measured in this study might better predict this factor.

Much the same conclusion emerges from the analysis of Factor IV, the realism-naivete dimension. By using the five most powerful explanatory variables less than 15% of the total variation was accounted for. The four variables that describe activity content, cross-cultural, organizing, direct service, and research, accounted for 10% of the 15% with the cross-cultural dimension being most important. Of the four, research was the only variable which contributed negatively (r= -.20). Support explains the other 5% of the variation for a total multiple correlation of .38. Thus the very little insight gained into the realism scale suggests that people-oriented projects with strong support from counselors and supervisors enhances this dimension. The following chart summarizes all these relationships.

TABLE 9

Chart Summarizing Results of Multiple Regression Analysis

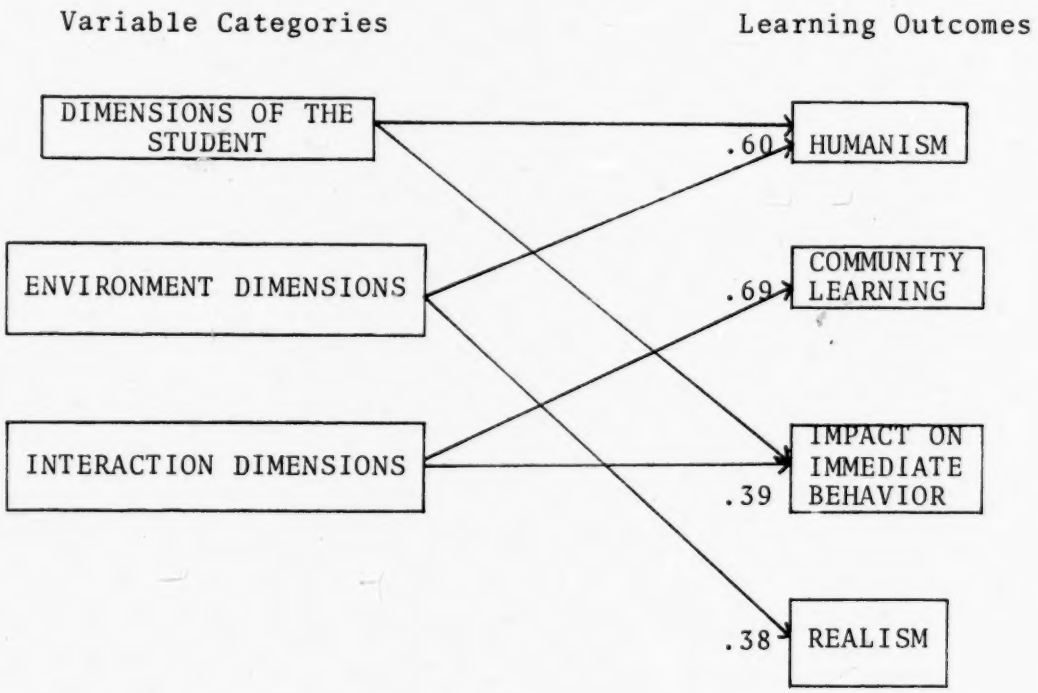
Predictor Variables		Learning Factor
1. Service motivation 2. Cross-cultural experience	r=.60*	Humanism vs. Alienation
1. Placement & project "fit" 2. Support 3. Responsibility	r=.69	Positive vs. Negative Community Learning
1. Placement & project "fit" 2. Responsibility 3. Interest Motivation 4. Job Motivation 5. Year in School	r=.39	Immediate vs. Little Impact on Future Plans
1. Cross-cultural activity 2. Organizing activity 3. Direct Service activity 4. Research activity 5. Support	r=.38 (-)**	Realism vs. Naivete

*r is the multiple correlation
**Contributes negatively

These findings indicate that the "dimensions of the student" and "the dimensions of the environment," as defined in this paper, are most important in accounting for learning in the area of increased interest in working with people and community problems, i.e., the development of "humanism." "Interaction dimensions" are chiefly responsible for developing hopeful, realistic, concerned attitudes toward community problem-solving, a syndrome titled "positive community learning." Further, the dimensions of the student and the interaction dimensions best explain the degree of impact on future plans and behavior. Finally, dimensions of the environment are the best predictors (albeit weak ones) of the degree of dual outcomes, such as insight into self, and the realization of the complexity of community problem-solving, subsumed here under the category of realism. These relationships are graphically outlined below. The numbers indicate the multiple correlation of the learning outcome with the variables in the categories to which it is connected by line(s).

TABLE 10

Summary of Relationships Between
Independent Variable Categories and
Learning Outcomes



SERVICE-LEARNING ROLE ANALYSES

Analysis of the Intern Role and Its Major Challenges

The service-learning intern, as the name implies, has two basic tasks, to help solve a real community problem and at the same time to learn from his experience. This dual membership in the community of learners and the community of doers is at once the source of the intern's greatest opportunity and severest challenges.

The dual concept of the intern's task is mirrored by a duo of counseling-supervisory-institutional relationships. One is with a faculty member, an internship program and beyond that a university or college; another relationship is with a supervisor, his agency, and the system of which the agency is a part. Each set of relationships is bounded by certain legal transactions. The student owes the agency work on a particular project or program and in return receives a salary. He participates in an educational program of seminars and conferences operated by the educational institution that supports the internship experience, and he receives academic credit.

The duality of purpose, of structure, and of activities, then, is the most obvious area of challenge in the intern role. To the extent that the service aspects and the learning aspects of the program are complementary and mutually supportive, and consistent with the intern's own needs and objectives then this challenge is successfully met. To the extent that these components are not congruent, then conflict, inefficiency and unhappiness may follow. The student's ability to identify and express his own needs and goals may be his key resource in resolving conflicts that arise from demands of two separate and different supervisory-counseling structures. Hopefully the student's needs can be the common background against which to sort out the various expectations of the academic and agency worlds.

Research shows that the two structures in the internship are not generally of equal weight. The intern faces his greatest challenges in executing his agency-related task. The experience with the agency and the supervisor therefore assume first importance while those relationships with the educational components of the enterprise are of secondary importance to the intern.

As documented in the second study (see the 1970 report, pp. 45-47), over half of the students experienced an initial "weightlessness" in the job, a paralysis, anxiety and, in a small proportion of the cases, panic. It usually took a student from one to two weeks to overcome these feelings. Most students reported that these feelings were resolved when they clearly saw in operational terms what the task was to be and were able to get started on it. Accepting the

reality of his task and clarifying it enough so that he can begin work is thus the first challenge the intern faces. By becoming aware of the means he uses to generate information to help in his initial crisis, the intern learns much about the strengths and weaknesses of his own learning and problem-solving style.

Data from agency supervisors (see 1970 report, pp. 22-26) indicates that interns must accomplish three related tasks to achieve a positive evaluation by their supervisors. First, they must demonstrate competence in the area of task performance. Secondly, they must develop rapport with the agency supervisor and his co-workers. Finally, they must express their criticism of the agency and make suggestions for improvement in a manner that enhances the relationships developed. These data suggest that the interns have, despite their legal status as independent contractors, the task of gaining some level of acceptance and integration into the agency. Needless to say, the pressures of these agency-oriented tasks are complicated and sometimes intensified by academic demands for the intern to be a learner and a member of an academically-credited program.

Certainly, the intern cannot afford to overlook the factors that make him accepted and valued by the agency, but he runs a grave danger if, in his effort to please, he overlooks other, perhaps contradictory, factors which make the internship experience meaningful or valuable to him.

Earlier research (see 1969 report, p. 25-26) shows that there are at least three common sources of dissatisfaction within internship projects that depend on the intern's feelings of, involvement, and success. One question that many interns need positive assurance on is whether the project is indeed worthwhile and useful. Will it, as presently conceptualized, do some good for somebody? Given that the project is worthwhile, another concern is whether the intern's project involvement is on a level that is truly satisfying to him. Is he working on the issue that he truly wants to explore? If he wants to work with people, is he getting enough exposure to the people? If he wants to do research, does he have mandate to work in this way? Finally, given a worthwhile task and a satisfying level of involvement, another potential set of questions concerns the issue of success. Are the goals in the project reasonable? Does he have the resources and the time to fulfill his goals? Does he know how to overcome the obstacles in his path?

If the intern is sensitive enough to his own needs and goals to be aware of these issues, then his next challenge is to express them in such a way as to bring successful resolution. Evidence has shown several instances in which interns, finding their position unsatisfactory for some of the above reasons, were able to renegotiate their roles so that their intern experience corresponded with their needs. A crucial element in solving this kind of problem

is the intern's capacity to ask for and use help provided by counselors and supervisors within the internship setting.

Not all intern problems arise from the experiential component of the internship. The intern will probably face poorly defined, and thus doubly frustrating, dilemmas resulting from his obligation to learn from his experience. Since learning as traditionally defined uses data from books and other verbal media, the student may be at a loss to define "learning" in the new context. The student's difficulty may be deepened by the role insecurity that many faculty feel when placed in the internship situation.

This dilemma probably helps account for the generally lukewarm reception given to adjunct seminars and to the faculty counselor in general.

Intern program administrators indicate that the formalized learning component often goes in one of two directions which cause problems for the intern. On the one hand, the academic component can dwell on issues derived from readings and theories only slightly connected with the on-going experience of the intern, or at the other extreme it can be so technical and specific that it deprives the intern of any chance to reflect on broader issues. Pertinent issues may involve understanding complex community relationships, issues of public policy, or personal questions of identity and growth. The challenge for the intern then is to integrate the learning component with experiential components of the internship so that the learning activity enhances action as well as generates learning. Unfortunately this task is seldom successfully achieved in the internship structure and continues to constitute a central, if poorly understood, challenge to all program participants, particularly the faculty counselor.

Thus the major challenges the intern faces derive from the dual nature of the internship experience--the attempt to combine action and doing. They include integration of two sets of initial expectations from counselors and supervisors, awareness and competent expression of own initial needs and goals, adjustment to the structured starting situation, resolution of the intern's fears concerning his level of involvement, the worth of the project and his degree of success and, finally, learning in a way that enhances action.

Analysis of the Faculty Role

The data from the second study allows clarification and modification of the faculty role as it is typically experienced (see 1970 report, pp. 18-21, 38-40). Earlier study showed that faculty tended to be recruited as counselors because of interest in a particular student, interest in education and social change, or particular academic interests relevant to the internship. They came into the internship to help the intern complete his task successfully, help him understand theory and research relevant to the problem that he was working

on and to explore experiential learning methods. They perceived the intern as having more learning needs than they could meet, and experienced some role discomfort partially as a result of this perception. They felt that the student's needs emerged from their simultaneous roles as growing young persons, as problem-solvers, and as individuals interested in particular branches of knowledge. The faculty saw themselves initially as being able to respond completely only to the last of these areas.

Final data helps clarify the behavior that resulted from this set of predispositions in the internship situation. The table on the next page shows the relative frequencies of a variety of counseling behaviors as perceived by students. The results correspond highly with faculty self-perceptions reported earlier. The students saw the faculty as being supportive and non-directive, but relatively task-oriented as opposed to being person-oriented or theory-oriented. That is, they tended to focus on the intern's task rather than on the intern's own behavior in the task situation or the intern's personal needs, goals and aspirations.

These data clear up an apparent contradiction that resulted from earlier analysis. At that time the faculty reported that they avoided focusing on the intern as a person or on the resulting relationship, yet reported warm trusting relationships built over a period of time. The present study which shows the faculty as both supportive and task-oriented indicates that the positive feelings may be attributable to a partnership between faculty and intern aimed toward task completion.

In an attempt to discover what counseling behaviors were most helpful to the interns, a list of behaviors suggested by the counselors was compiled which included a variety of very different content areas and personal styles that could be used in counseling sessions. The students were asked to rate their counselors on a seven-point, seldom-to-often scale as to whether they exhibited the behaviors. The student responses were then correlated with their overall ratings of helpfulness of the faculty member.

Surprisingly, it appears that all of the measured behaviors are significantly correlated with helpfulness ($p=.05$, two-tailed) at about the same level (see Table 11). Furthermore, they are all inter-correlated, which suggests that there seems to be a single factor that all of these behaviors are measuring. Perhaps William Glasser has the key when he advances the concept of involvement as the sine qua non of the counseling relationship.[6] Perhaps all of the behaviors were perceived as helpful because they were signs of counselor involvement with the intern. This interpretation is supported by the fact that the item with the highest correlation

[6]William Glasser, Reality Therapy, New York, Harper & Row, pp. 21-41.

TABLE 11

Student Ratings of the Frequencies of Specified Faculty Counselor Behavior in Order of Behavior Frequency*

Item	Mean	S.D.	Correlation With Overall Rating of Helpfulness
Content of Counseling Sessions			
1. My problems in getting the job done	3.558	1.916	.540
2. Technical aspects of the project	3.842	1.960	.536
3. Problems with people that arose in the project	4.000	2.072	.410
4. Theoretical and academic issues involved	4.056	1.966	.433
5. Implications of the project for my future	5.000	1.774	.354
6. Hows and whys of our student-teacher relationship	5.342	1.786	.404
Counselor Style			
1. Listened to our problems and ideas	2.662	1.875	.599
2. Gave moral support to our ideas and plans	2.909	1.921	.581
3. Asked questions to clarify ideas, issues and problems	3.531	1.990	.534
4. Suggested alternatives	3.566	1.941	.457
5. Gave information	3.763	2.045	.534
6. Pointed out the best course to take	4.105	2.050	.520
-- Contact subsequent to internship	4.040	2.570	.633
-- Contact during internship	5.403 (times)	2.758	.685

*1.0 = "often" and 7.0 = "seldom"; N = 88

with the rating of counselor helpfulness is counselor contact subsequent to and during the internship (r=.633 & .685, respectively), which suggests a continuing involvement with the person.

It is hoped that the service-learning experience benefits the counselor as well as the intern. Studying the impact of the service-learning experience on the faculty counselor reveals the extent to which the experience encourages both a service-learning "partnership" between academic and the world of community problem-solvers and an expanded concept of the learning process among faculty. Table 12 gives some indication as to the effectiveness of the counseling experience in bringing about such changes. The table is based on the responses of 18 randomly sampled faculty counselors. The responses are on the same type of scale as was used in the agency supervisor evaluation.

TABLE 12

Faculty Attitudes As A Result of the Counselor Experience

Item	Percent Strongly Agree	Percent Strongly Disagree
My involvement with the internship program last summer has had a great impact on my classroom teaching	7	71
My estimation of student abilities to do independent work has been considerably raised by my summer experience	25	0
I am convinced now that education without an experiential component is just half an education	50	3
I learned a lot this summer about the specific problem the intern worked on	38	19
I am more convinced now that students can be a valuable source of manpower for community problem-solving	38	19
I am much more aware of the practical difficulties of getting something done in an agency or community	50	19
I am much better prepared now to counsel another intern	50	6
I have been in close contact with the agency I worked with	25	31

The primary learning outcome seems to have been an increased positive familiarization with experiential learning practices. A second outcome was a greater awareness of the issues involved in community action and the solution of specific problems. Very little transfer of learning was reported, however. Faculty neither adjusted their regular teaching style, nor maintained contact with the public agencies as a result of their summer experience.

Analysis of the Agency Supervisor Role

The 1970 report (p. 14) emphasized three major expectations that agency supervisors generally had in taking on student interns. They anticipated:

(1) that the students would perform a valuable service for the agency at low cost;

(2) that the student would contribute valuable ideas and new perspectives to the agency;

(3) that the student would become informed about and interested in the work of the agency.

Supervisors reported unexpected rewards from close personal relationships with the interns. Judging from his frequency of contact with the intern (about 3.3 times a week for our sample of 88 interns), he was the most important educator in the internship.

Findings based on a sample of 36 agency supervisors show that agency expectations about the internship were generally fulfilled and confirm that the intern-supervisor relationship was generally a warm one.

Thus, from the agency perspective, the strongest outcomes of the internship were the development of close relationships, the performance of valuable services for the agency, and the personal development of the intern. Competent attempts to innovate in the agency occurred less frequently.

Agency supervisor attitudes toward various aspects of the internship program seemed to reflect the degree to which their hopes and expectations were fulfilled. Table 14 shows agency responses to attitude items which assess their views on three major aspects of the internship program.

These results reflect what seemed to be three general perceptions in the internship program: (1) generally high degree of agency satisfaction with student task performance; (2) poor linkages between agency and faculty personnel; (3) little agency interest or student competence in making suggestions for agency improvement.

From earlier impressionistic data (see 1970 report, pp. 22-23), a number of specific behaviors that agency supervisors suggested as

TABLE 13

Item*	Percent Strongly Agree	Percent Strongly Disagree
The intern performed a very valuable service for the agency this summer.	61	6
The intern had a great number of ideas about how the agency could do its job better.	45	20
I developed a close personal relationship with the intern.	71	3
The intern made suggestions for change in a very competent, effective manner.	46	7
I saw the intern grow and develop a significant amount during the summer.	58	3

*The items are the positive poles of a seven-point continuum anchored by the inverse of the statement on the negative side. A response of one or two to the item is coded 'strongly agree' in the above chart, while a response of six or seven is coded 'strongly disagree.'

TABLE 14

Item	Percent Strongly Agree	Percent Strongly Disagree
I am convinced that students can be a valuable resource in helping my agency to achieve its goals.	90.3	0
I believe that university or college faculty can be a great source of information and advice in helping us get our job done.	48.4	9.7
As a result of my contact with the interns, I see some things in my own agency that need to be changed and improved that I didn't see before.	38.7	3.2

helpful to interns were abstracted. Students were then asked to rate the frequency with which their supervisor exhibited the behavior, and the ratings were correlated with overall student evaluations of supervisor helpfulness. The following table presents the items as they appeared on the questionnaire.

TABLE 15

Student Rating of Agency Supervisor Helping Behaviors

Questionnaire Item	Correlation with Overall Rating of Supervisor Helpfulness
1. My supervisor showed me how to perform specific tasks related to my project.	.505
2. He used his personal contacts and knowledge of local people to aid me in my work.	.654
3. He involved me in and exposed me to the general workings of the agency.	.547
4. He provided me with necessary information.	.691
5. He provided moral support when the going got rough.	.788
6. He discussed with me the problems involved in my project.	.614
7. On the average, I met with my agency supervisor ___ times a week.	.359

N=36

The correlation matrix produced by these items suggests an interesting pattern. (See Appendix, Table H.) There are 21 non-redundant correlations. The fifteen intercorrelations of items one through six are all above .600 and six are above .700. The six correlations of items one through six above with item seven (frequency of contact) are all below .500 and two are below .400. This suggests that something occurred that reduces the correlation between frequency of contact and perceived helpfulness. This possibility gives further credence to the hypothesis generated from the impressionistic analysis

of the 1970 study (p. 26) that on occasion agency supervisors maintained too much control over their student interns. When this occurred, the frequency of contact between agency supervisor and student intern was not helpful.

SUMMARY AND CONCLUSIONS

The urgent need for competent citizen problem-solvers is becoming increasingly evident in society. Slowly, and under the pressure of criticism of its traditional role, education is moving to prepare its students for their roles in society. This research has grown out of the movement to develop a closer relationship between the academic environment and the real world. It is a study of one university and college-based attempt to provide opportunities for experiential learning in community problem-solving for undergraduate and graduate students.

The model under examination is the service-learning, or resource development, internship. Under this design, the student contracts to undertake a project and provide a real service to a local public agency typically within a twelve-week summer period. The student receives a stipend and academic credit and is supported by faculty counselors and agency supervisors.

This study is a summary of three successive research efforts. It is based on a sample of 100 student interns selected from this and similar internship programs throughout North Carolina in 1970 which involved twelve institutions of higher learning and literally hundreds of public agencies of all types.

Student learning resulting from the internships was specified and measured by analyzing interview data obtained from the interns. Data analysis facilitated construction of a seventeen-item measurement instrument, which then pin-pointed four major internship learning benefits.

The learning benefit most frequently felt by student interns throughout the program was the development of more hopeful, knowledgeable and concerned attitudes toward community problem-solving. They perceived the internship as a highly positive learning experience and learned to work more effectively with people different from themselves. An increased motivation to work and learn in communities was the second noted result. The third benefit of the experience was the opportunity for personal learning in the realm of action. Fourth, and less frequently cited by the interns, was an immediate impact on their own behavior and plans of the future.

Application of the technique of factor analysis yielded an interpretation of these learning themes that accounted for over half the variance in the learning data. The four themes, expressed in terms of dimensions with positive and negative poles were:

1. Humanism and involvement vs. alienation and isolation
2. Positive vs. negative community learning
3. Great vs. small impact on immediate plans and behavior
4. Realism and maturity vs. naivete

About two-thirds of the questions used to measure student-reported learning were also administered to samples of faculty counselors and agency supervisors. A variety of comparisons revealed little substantial difference between the student group's estimate of their own learning and the faculty or agency representatives' estimates of student learning from the program.

Three classes of variables were developed to explain student learning: dimensions of the student, dimensions of the learning environment, and interactive dimensions between the student and elements of the learning environment. Student dimensions measured were race, sex, year-in-school, and social class (demographic factors), and interest, service, and vocation (motivation factors). Dimensions of the environment were defined as the nature of the internship activity and included research, organizing, direct service, and cross-cultural contact (activity factors). Interaction dimensions included relationships with counselors and supervisors and their evaluations of aspects of the task undertaken and the agency involved.

Analysis of the sample suggested that the interns presented a spectrum of social classes, tended to be upperclassmen and were fairly representative of the male-female ratio of college-enrolled students in North Carolina and of the black-white population ratio in the state. Students tended to be primarily interest-motivated with a strong service orientation. A minority of the students had a strong vocational orientation. About half of the students were engaged in research activities as opposed to organizing or direct service internships, while half reported strong cross-cultural aspects within their learning environment. Agency supervisors were seen as having much more contact than faculty counselors with the intern and were perceived as more helpful. Interns typically reported a moderate to high degree of autonomy in carrying out their projects. The students' overwhelming impression was that they were involved in something worthwhile. Over half felt a strong sense of responsibility for the success or failure of their own project. They saw themselves, by and large, as moderately successful in terms of their project goals, but were generally critical of the agencies they worked in, and only a quarter reported identifying desirable future jobs.

Black interns generally reported a less positive experience than whites, and this was reflected by lower scores on the positive-negative community learning scale. Analysis showed that the humanism factor was best predicted by the variables of service motivation and cross-cultural experience. Community learning was associated with the task perception and relationship variables, and impact on immediate plans and behavior was related to certain student dimensions as well as to interaction dimensions. Realism seemed to be connected to the environment dimensions. The multiple correlation with the first two factors was on the order of .6 while that for the last two was around .4.

The program administrator can enhance learning within the four major areas identified by creating the conditions which research shows tend to facilitate the learning process. Determining the intern applicant's desire to be of service and work with people and encouraging students with strong service motivation and orientation to people to seek relevant internship experiences will create potential for growth in the area of humanism. The learning can be maximized by developing service and organizational internships that require intense cross-cultural contact.

Likewise if situations are created in which the intern feels he is successful and worthwhile and has respect for the agency and support from his supervisor, community learning is likely to be correspondingly more positive. The program administrator can assist both the supervisor and the intern here by providing written materials, conducting orientation and training programs, and offering individual counseling.

The intern and his supervisor should have the chance to clarify for themselves and share with each other what constitutes a worthwhile project. In order to do this, the student will have to integrate his ideals and values with the time and other constraints placed on his internship work. The agency supervisor will need to make his expectations and the needs of his agency explicit. These two sets of needs and expectations should form the basis of a mutually valued intern project.

Educational theorist Chris Argyris of Harvard University suggests that the following conditions, if present, tend to enhance a person's subjective experience of success when he achieves his goal:

--the learning goal is related to his basic needs
--the learner determines his own path to the goal
--the learner controls the strength of the barriers to be overcome
--the learner evaluates his own success in achieving the goal.

David McLelland, a psychologist who has conducted extensive research on achieving behaviors, indicates that learning goals are likely to be achieved if they:

--represent a measurable self-imposed standard of excellence
--involve a moderate personal risk
--specify a reasonable amount of time for goal achievement
--provide a mechanism to obtain specific feedback on performance.

Training interventions designed to produce such conditions should also enhance the intern's sense of responsibility for the project, another element seen to be associated with positive community learning.

Relative to the humanism and community learning factors, impact on immediate plans and behavior did not yield major learning benefits.

The data indicates that recruitment for specific jobs within public agencies is not and should not be a major expectation of the internship program as presently constituted. Most of the interns were exploring a field of interest rather than trying out a specific role.

There may be some structural properties of the service-learning internship that actively discourage identification of future jobs. The service emphasis of the program may encourage those whose motives are non-economic. The data shows that service-motivation was negatively correlated with identification of future job possibilities. The "independent contractor" status and the project orientation may discourage a regular role identification and encourage more of a consultant-contract work model. These considerations suggest that to enhance the job recruitment aspect of learning, intern program administrators may want to concentrate on selecting interns who have a clear interest in identifying future jobs and switch to an apprentice model or another form of internship which is vocationally oriented.

The data suggests that it would be difficult to design a program that facilitates both growth in humanism and the identification of specific job opportunities at the same time. The former implies a service interest and a problem-solving orientation, and the latter implies an economic motive and a career orientation. This is a serious dilemma in program design, for ideally the humanistic problem-solvers should be fulfilling specific public roles, yet at this point in their lives they are apparently not interested.

The data tentatively suggests that increased awareness of self and one's relationship within a community, i.e., the development of realistic perceptions is promoted by a highly interpersonal, even cross-cultural internship environment. This makes sense because it is from contact with others that values are challenged or confined, information is obtained about how one is perceived in the situation, and estimates of the project's needs are tested against perceptions of supervisors, colleagues, or consumers of service. Internships can be designed to emphasize a cross-cultural and highly interpersonal environment for the performance of the task. In addition, if participants were trained in the basic skills of learning about self from experience such as the collection and analysis of self-related data, and the testing of conclusions against experience, their effective utilization of the experiential setting for learning in these important areas would be enhanced. Counselors and supervisors also need to be trained to support the interns in this difficult process of learning about self and measuring the implications of these learnings for the intern's future plans and aspirations.

The service-learning concept provides for the sharing of experiences and benefits by all who are involved in the internship. The roles of the intern, faculty counselor, and agency supervisor were analyzed in light of previous research to determine the major challenges,

types of experience and learning benefits that tended to accompany each role.

The major challenge to the student is set up by the dual nature of the internship program which emphasizes both service and learning and stipulates concurrent obligations to educational and community problem-solving institutions. Within the agency, the student tended to experience a difficult period of initial adjustment to the new kind of action-learning role. Once adjusted, he had three interrelated activities to perform if he was to win agency supervisor approval: (1) to be effective in his task, (2) to develop rapport with his supervisor, and (3) to express competently dissatisfactions, criticisms, and other feelings about the agency. The student had to examine his own relationship to his task in order to avoid three potential sources of dissatisfaction: (1) uncertainty about project worth, (2) feeling of failure, and (3) doubts about his achievement of the appropriate, desired level of involvement with people. When any one of these issues presented a problem, the intern had to effectively renegotiate his position or suffer feelings of dissatisfaction. A final problem, generally poorly understood and thus seldom resolved, was the need to learn in ways that were complementary to, and supportive of, the action objectives of the internship while at the same time achieving broader conceptual understanding.

It seems apparent that the internship program could greatly assist the student in confronting these challenges by making him aware that the service-learning program requires a transition from the essentially passive, faculty-directed role of the traditional academic setting to an active self-responsible role. He needs to be able to anticipate the difficulties attendant to this process and begin to develop some behavioral alternatives to overcome this difficulty.

Above and beyond developing an awareness for the new behaviors required by the degree of self-responsibility assumed by the service-learning role, the student needs to understand how one learns from experience in the new setting, how one develops positive working relationships, and how one becomes aware of and competently expresses his own needs in the new situation.

The faculty member generally entered the internship experiencing feelings of role insecurity. He felt particularly inadequate to meet the needs of the student as a problem-solver and was reluctant to deal with student's needs for personal growth as they manifested themselves in the internship. He was perceived by interns as being supportive and task-oriented as opposed to being theory-oriented or person-oriented. Students tended to judge that faculty were helpful to the extent that they became involved with the intern personally. It seemed, however, that faculty were more distant than the students would have liked. They saw the interns only five or six times during the twelve-week period and generally had few or no follow-up responsibilities. Faculty members tended to emerge from their counseling experience with some sense of increased knowledge about

techniques of being an experiential learning counselor and a positive view of community-based learning. There was little evidence that the experience had conscious subsequent application to their regular classroom behavior though.

With such a minimal level of faculty involvement it is unrealistic to expect the faculty to take the time to learn the difficult skills needed for effective counseling in the experiential setting. If, however, a faculty member's involvement with the internship program became a major focus of his summer instead of a peripheral one, then he might be more willing and committed to learning new skills. If the faculty course load was to counsel ten service-learning interns instead of carrying ten classroom hours per week during the summer, then the faculty member would be paid for this responsibility instead of classroom teaching.

This approach has obvious drawbacks. For example, the faculty member would be contacting only ten students instead of the fifty or sixty he might otherwise teach in ten regular courses. Paradoxically, however, he would probably be giving more of himself to those ten. Hence service learning in terms of the utilization of faculty time is definitely more expensive than the traditional style of teaching. Yet, as already pointed out, the kind of learning that can occur in this educational format is a very significant kind that goes beyond the development of cognitive skills and the assimilation of information, which tend to be the norm in traditional settings.

In general any structural change that will increase faculty involvement, will probably be helpful, for this is the key dimension that is lacking within this component of the service-learning context. If faculty are to be involved in the program in a significant way, then it is important to see that faculty receive other supports for offering themselves in the demanding role of service-learning counselors. Such involvement should be relevant for them in tenure decisions, pay raises and administrative support.

Only when issues of structure, finance, career rewards, and administrative and colleague support are addressed can faculty be expected to be highly motivated to obtain the skills necessary for effective counseling in the service-learning context.

Agency supervisors found that, in the course of the internship, they developed close personal relationships with interns, obtained valuable services for the agency, and witnessed notable personal development of the intern. The supervisors emerged from the internships strongly convinced that student manpower could be a great source of help to the agency but much less convinced about the desirability of maintaining relationships with faculty or the use of students as a good source of ideas for agency improvement. An analysis of behaviors rated by students as helpful suggests that one danger in

the student-supervisor relationship as perceived by students was restrictive supervision that resulted from too much contact between supervisor and intern.

It is evident that supervisors must be prepared for the student's tendency to be highly critical of the agency. They must be encouraged to see this negativity, when it occurs, as a normal aspect of the learning process and a learning opportunity both for themselves and the student intern.

Intern competence in offering criticism and supervisory competence in accepting the intern's ideas for improvement are key factors in the effectiveness of the supervisor-intern relationship. Role playing and other experiential training techniques can help interns and supervisors to practice their skills at surfacing, exploring, and learning from both critical and positive impressions and feelings generated in the student by his internship experience. By creating a climate in which interns feel free to explore their negative impressions of aspects of the agency, the supervisor might develop an opportunity not only to find usable suggestions for improvements, but to help the student realize the constraints the agency works under and thus develop a more realistic view of the community problem-solving process, a key objective of the internship program.

The learning impact of the internship is greatly reduced by the lack of appropriate follow-up when the student returns to campus. The student is the one who suffers from the relatively poor linkages observed between faculty counselor and agency supervisor. He is like a flying fish who leaps from the sea of academia for a brief moment and then is submerged again without any institutional cognizance of his significant experiences in the public agency world.

Post-internship courses designed to help students integrate their agency experiences, part-time continuing involvements with public agencies, and sequential internships would all seem to be means of integrating community-based experiential learning with the regular curriculum of the institution of higher learning.

A P P E N D I C E S

APPENDIX A

1970 INTERN PROGRAM
FOLLOW-UP STUDENT EVALUATION QUESTIONNAIRE AND RESPONSES

This questionnaire has been prepared to help the Southern Regional Education Board and the North Carolina Internship Office better understand how the various aspects of the internship fit together as a total learning process. It is being distributed to a random sample of students who participated in North Carolina internship programs in the summer of 1970.

In the Spring follow-up survey, you will be asked to respond to questions about how you experienced various aspects of the internship program last summer. We believe that all of these aspects are important in determining just how good a learning experience a given internship is. The data from this questionnaire should be instrumental in teaching us how to design better internship programs in the future.

Most of the questions call for your present evaluation of your last summer's experience. You will be asked to react to a series of statements that apply to last summer's internship. Each statement will be followed by a scale which consists of seven spaces flanked by the words "strongly agree" - "strongly disagree" or some other adjective polarity. Each point on the scale represents a continuum of response between the poles of agreement or disagreement or seldom or often, etc.

Example.

"I did a great deal of report writing this summer."

Very accurate description — 1 (2) 3 4 5 6 7 — Very poor description

A person for whom the above statement was an accurate description of his summer's experience might circle the numbers one or two as in the above illustration. If he did just a small bit of report writing, then circling number 6 or 7 would be appropriate. If he did a moderate amount of report writing, then numbers 3, 4, or 5 would be appropriate. In each case, respondants are encouraged to mark the space that feels best to them. Your first impression is probably the best answer for our purposes.

Please note that you are not asked for your name. We will want to compare your evaluation with evaluations by your faculty counselor and agency supervisor. But we are not interested in the individual identities. We are only interested in the correlations of agreement over our whole sample of more than 100 persons. The only people who

will handle the questionnaires will be the interviewers and myself. The interviewers have been instructed not to look at the questionnaires. When they reach me, they will not be personally identified in any way. In this way the anonymity of your responses is safeguarded. Please keep in mind that in answering these questions, there is no response that is intrinsically more desirable than any others. We are interested only in the most accurate reflection of your experiences. Please try to answer every question.

Thank you for your time and effort.

David H. Kiel
Research Coordinator

I. Initial Motivations Report

A. Try to recall the reasons for which you undertook the internship. That is, think of yourself as you were in the Spring of 1970. By placing a circle around the number on the scale that feels right to you, indicate just how accurate a description each of the below statements is of the reasons that led you to participate in the internship program.

1. I was looking for a chance to be of service to others. I wanted to try to work on a real community problem.

N								
86	accurate description	19	28	14	11	4	7	3	inaccurate description
		1	2	3	4	5	6	7	

2. I wanted to work in a field that was of particular interest to me.

87	accurate description	43	21	11	3	3	5	1	inaccurate description
		1	2	3	4	5	6	7	

3. I was concerned about exploring future job opportunities.

86	accurate description	15	14	14	16	9	15	3	inaccurate description
		1	2	3	4	5	6	7	

4. It was the best overall opportunity for the summer.

86	accurate description	31	20	5	10	5	7	8	inaccurate description
		1	2	3	4	5	6	7	

5. List any other reason that was important for you.

II. Activity Description

How accurate are the following statements as applied to your own internship experience?

6. One aspect of last summer's internship was <u>close and frequent contact</u> with people who were different from me in one or some of the following ways: racial background, economic background, social and political views, age group.

88	accurately descriptive of my experience	34	14	11	10	2	10	7	inaccurate description of my experience
		1	2	3	4	5	6	7	

N

7. My internship last summer consisted largely of organizational work: trying to help get a program or project into actual operation. It meant spending a good part of my time talking with people to get support, making arrangements, planning, and making decisions.

88	accurately descriptive of my experience	15	12	10	6	11	20	14	inaccurate description of my experience
		1	2	3	4	5	6	7	

8. My internship last summer consisted primarily of providing direct services to individuals. I tried to help individuals or groups by providing them with information, counseling, or some other person-to-person service.

88	accurately descriptive of my experience	12	6	5	10	12	25	18	inaccurate description of my experience
		1	2	3	4	5	6	7	

9. My internship last summer consisted largely of gathering information and organizing that information in a way that would help describe or lead to action on a community problem. I decided what information was necessary, figured out how to get it, collected it, and interpreted it.

88	accurately descriptive of my experience	27	17	8	8	12	7	9	inaccurate description of my experience
		1	2	3	4	5	6	7	

III. Relationship Description

A. Please try to recall your conversations with your faculty counselor. Indicate the relative frequency with which you talked about the various topics listed below with your faculty counselor. If you did not have a faculty counselor, mark "n.a." on or beside each item.

We talked about:

10. The technical aspects of my project.

76	often	8	17	12	11	8	10	10	seldom
		1	2	3	4	5	6	7	

11. The theoretical and academic issues involved.

76	often	7	14	13	10	10	10	12	seldom
		1	2	3	4	5	6	7	

N								
	12. My problems in getting the job done.							
77	often	10	20	13	8	11	7	8	seldom
		1	2	3	4	5	6	7	
	13. The implications of the project for my own future.							
76	often	2	8	7	9	15	15	20	seldom
		1	2	3	4	5	6	7	
	14. The problems with people that arose from the project.							
76	often	9	17	8	9	9	12	12	seldom
		1	2	3	4	5	6	7	
	15. The hows and whys of our teacher-student relationship.							
76	often	3	3	6	14	8	11	31	seldom
		1	2	3	4	5	6	7	
	In our conferences, the faculty counselor tended to:							
	16. Ask questions to clarify ideas, issues, and problems.							
76	often	13	14	19	8	5	7	10	seldom
		1	2	3	4	5	6	7	
	17. Give information.							
76	often	10	17	13	9	7	8	12	seldom
		1	2	3	4	5	6	7	
	18. Suggest alternatives.							
76	often	11	16	17	8	8	7	9	seldom
		1	2	3	4	5	6	7	
	19. Point out the best course to take.							
76	often	9	12	12	11	6	13	13	seldom
		1	2	3	4	5	6	7	
	20. Listen to our ideas and problems.							
77	often	27	21	9	6	4	5	5	seldom
		1	2	3	4	5	6	7	
	21. Give moral support to our ideas and plans.							
77	often	19	25	10	10	2	2	9	seldom
		1	2	3	4	5	6	7	

N

22. I have since been in contact with my former faculty counselor.

75 often

21	9	6	6	3	3	27
1	2	3	4	5	6	7

seldom

67 23. I met with my faculty counselor about _____ times during the summer. (5.4 = mean score)
(please fill in the appropriate number)

B. Agency Supervisors.

85 24. Please circle the statement which is most accurately descriptive of how the objectives for your summer's project was set.

My project objectives were never defined. 9

I decided on my project objectives jointly with my agency supervisor. 42

My agency supervisor largely determined the objectives of my project. 28

I determined my project objectives with the help of someone other than my agency supervisor. 6

85 25. Please circle the statement which is most accurately descriptive of how the means of carrying out your project were typically decided.

I determined the means of carrying out my project chiefly by myself. 34

I decided the means of carrying out my project jointly with my agency supervisor. 30

I decided on the means of carrying out my project jointly with someone other than my agency supervisor. 11

The means of carrying out my project was determined chiefly by my agency supervisor. 10

Please mark the space on the scale below the following items which corresponds to the best description of your agency supervisor's behavior this summer.

26. My supervisor showed me how to perform specific tasks related to my project.

86 often

12	10	17	7	3	18	19
1	2	3	4	5	6	7

seldom

N

27. He used his personal contacts and knowledge of local people to aid me in my work.

N								
85	often	23	18	4	11	5	7	17	seldom
		1	2	3	4	5	6	7	

28. He involved me in and exposed me to the general workings of the agency.

85	often	22	23	11	6	5	9	9	seldom
		1	2	3	4	5	6	7	

29. He discussed with me the problems involved in my project.

86	often	22	23	10	8	3	9	11	seldom
		1	2	3	4	5	6	7	

30. He provided me with necessary information.

86	often	21	24	11	10	5	7	8	seldom
		1	2	3	4	5	6	7	

31. He provided moral support when the going got tough.

83	often	26	11	8	8	7	11	12	seldom
		1	2	3	4	5	6	7	

68 32. On the average, I met with my agency supervisor ____ times a week. (3.3 = mean score)
(Please fill in the appropriate number)

Please rate the following individuals as to their overall helpfulness to you last summer.

33. Your agency supervisor.

83	very helpful	35	15	9	8	4	8	4	a hindrance
		1	2	3	4	5	6	7	

34. Your faculty counselor.

75	very helpful	19	16	13	10	6	4	7	a hindrance
		1	2	3	4	5	6	7	

IV. Task and Agency Perceptions

Please indicate your agreement or disagreement with the following statements as they apply to your feelings and opinions about the tasks you undertook and the agencies you worked with this summer:

N

35. I felt that the agency was doing its best in tackling a difficult community problem.

86 strongly agree — 10 (1) 16 (2) 14 (3) 11 (4) 6 (5) 12 (6) 17 (7) — strongly disagree

36. I accomplished what I set out to do in my project(s).

86 strongly agree — 16 (1) 23 (2) 20 (3) 8 (4) 7 (5) 8 (6) 4 (7) — strongly disagree

37. I saw some people doing jobs in the agency this summer that I might like to have when I get out of school.

87 strongly agree — 10 (1) 14 (2) 14 (3) 10 (4) 5 (5) 12 (6) 22 (7) — strongly disagree

38. Whether or not I was as successful as I would have liked, what I was trying to do this summer was important and could be a contribution to the agency and the community.

88 strongly agree — 44 (1) 18 (2) 9 (3) 5 (4) 6 (5) 3 (6) 3 (7) — strongly disagree

39. Most of the responsibility for the success or failure of the project rests on me.

88 strongly agree — 29 (1) 16 (2) 10 (3) 11 (4) 8 (5) 3 (6) 11 (7) — strongly disagree

V. Evaluation of Learning Opportunities

Presented below are a series of paired statements about learning. Each pair represents a response continuum. Please circle the number that best corresponds to your own evaluation. Each statement about change or learning should be understood as being prefaced by: "As a result of last summer's experience. . ." Thus, this section gives you a chance to evaluate last summer's experience in terms of the opportunities for various types of learning that it provided. (Since we are trying to measure the many varieties of learning experiences, it is quite possible that you will not be able to give us a positive response to some items.) For our purposes, no answer is more desirable than any other. What we need is your most candid response.

88 40. I learned a great deal about the kind of job I'd like to have after I leave school. — 15 (1) 15 (2) 12 (3) 24 (4) 3 (5) 14 (6) 5 (7) — I learned very little about the kind of job I'd like to have after I leave school.

N									
88	41.	The ability to work with very different kinds of people was not a significant area of learning to me.	8	4	9	13	12	25	17	I developed a considerable ability to work with people who were quite different from me.
			1	2	3	4	5	6	7	
86	42.	I discovered that problem-solving is an extremely complex process even when you're doing your best.	25	17	9	13	7	11	4	I discovered that problems can be quite readily solved if everyone is doing his best.
			1	2	3	4	5	6	7	
88	43.	I learned a great deal about my strengths and weaknesses in an internship setting.	24	19	14	16	4	7	4	Learning about strengths and weaknesses in the internship setting was not a significant area of learning for me.
			1	2	3	4	5	6	7	
88	44.	I feel that last summer's experience met few of the objectives I had for getting involved in the internship.	9	4	7	20	19	20	9	I feel that last summer's experience met all of the objectives I had for getting involved in the internship.
			1	2	3	4	5	6	7	
88	45.	I have spent a great deal of my time this year in following up some of the issues and concerns I was exposed to this summer.	19	10	11	8	8	14	18	I have spent little or none of my time this year in following up some of the issues and concerns I was exposed to this summer.
			1	2	3	4	5	6	7	
88	46.	The idea of working in the future with public issues and community problems has become very much more attractive to me.	30	19	16	18	0	2	3	The idea of working in the future with public issues and community problems has become much less attractive.
			1	2	3	4	5	6	7	
88	47.	I've greatly increased my ability to work with people effectively.	12	27	21	19	4	4	1	Working with people was not a significant area of learning for me.
			1	2	3	4	5	6	7	
88	48.	This summer I gained a great deal of general information about the problem I worked on.	42	25	13	4	1	1	2	The assimilation of general information about the problem was not a significant area of learning for me.
			1	2	3	4	5	6	7	
87	49.	I've become much more interested in community-based learning.	27	25	16	11	2	3	3	My interest in learning through community-based experience has not increased much.
			1	2	3	4	5	6	7	

N									
88	50.	I've gained a great deal more confidence in myself as an active, competent, self-reliant person.	12	36	15	15	4	2	3	I don't believe this summer's experiences contributed much to my self-confidence.
			1	2	3	4	5	6	7	
88	51.	I've learned to appreciate the differences and similarities between me and people of different racial and economic backgrounds as a result of my summer experience.	21	21	11	13	4	8	10	This kind of learning was not a very significant part of my summer's experience.
			1	2	3	4	5	6	7	
88	52.	I've concluded that some of the problems I dealt with are insoluble and that further effort is futile.	2	5	4	10	11	24	32	I have concluded that with additional effort and application of resources that some real progress can be made in dealing with these problems.
			1	2	3	4	5	6	7	
88	53.	I know a lot better how to go about getting something done in a public agency or in a community.	15	29	19	15	7	2	1	The process of getting things done in a community or public agency was not a significant area of learning for me.
			1	2	3	4	5	6	7	
88	54.	I'd like to try something like an internship again.	35	20	12	15	2	0	4	I'd rather steer clear of further internship experiences.
			1	2	3	4	5	6	7	
88	55.	I believe that the problems are not so pressing and serious as I thought they were before last summer.	1	4	6	14	12	21	30	The problems are far more serious and urgent than I realized before the internship.
			1	2	3	4	5	6	7	
88	56.	I felt the internship was an unpleasant, negative experience.	2	3	4	10	13	22	34	I felt the internship was a positive, enjoyable experience.
			1	2	3	4	5	6	7	

PERSONAL DATA

N

88 1. Sex _____ Male: 56 Female: 32

86 2. Current Year in School _____ Soph: 6, Jr.: 14, Sr.: 47 Grad: 19

83 3. Racial Background _____ White: 58 Black: 22 Other: 3

76 4. Last Year Father Completed in School _____

* 1-6	7-9	10-11	12	13-16	16	16+
4	8	12	18	11	13	10

Please feel free to include any additional comments or observations on the back of this sheet.

*Years in school completed by respondents fathers.

Thank you again for your cooperation.

David H. Kiel

APPENDIX B

STATISTICAL SUMMARIES

Table A

The Percentage of Variance of the 17-Item Learning Scale Explained by Each of the Four Learning Factors*

	Factor	Percentage of Variance	Cumulative Percentage
I	Humanism	26.3	26.3
II	Community learning	10.0	36.3
III	Impact on plans	7.9	44.2
IV	Realism	7.3	51.5

*The factor analysis utilized is the Principal Components Method with varimax rotation. For further explanation see The Statistical Package for the Sciences, NIC, Bent, and Hull, McGraw-Hill, Inc. (1970), pp. 218, 224.

Table B

Faculty, Student, and Agency Median Scores on Learning Items*

Items	Student Self-Rating	Faculty Rating of Student	Agency Rating of Student
1. Learned a great deal about the kind of job he'd like to have after school	3.6	3.5	2.8
2. Developed a considerable ability to work with people who were quite different from himself	2.7	2.4	3.0
3. Discovered that problem-solving is an extremely complex problem even when everyone is doing his best	2.6	2.1	1.9
4. The idea of working in the future with public issues and community problems became very much more attractive to him	2.2	2.5	2.6
5. Greatly increased ability to work with people effectively	2.7	2.9	3.0
6. Became much more interested in community based learning	2.2	2.8	2.2
7. Learned to appreciate the differences and similarities between himself and people of different racial and economic backgrounds	2.7	2.8	2.2
8. Concluded that with additional effort and application of resources some real progress can be made in dealing with these problems	2.0	3.0	2.5
9. Knows a lot better how to go about getting something done in a public agency or in a community	2.5	2.4	2.3
10. Like to try something like an internship again	2.0	1.8	1.6

Table B (continued)

Faculty, Student, and Agency Median Scores on Learning Items*

Items	Student Self-Rating	Faculty Rating of Student	Agency Rating of Student
11. Problems are far more serious than he realized before the internship	2.2	3.3	2.5
12. Gained a great deal of information about the problem he worked in	1.6	2.3	1.8

*The above items are identified by the positive pole of a continuum separated by a 1 to 7 scale and scored to the nearest tenth. Perfect agreement is represented by 1.0, perfect disagreement by 7.0. The student sample was comprised of 88 interns. The faculty and agency ratings are based on scores of 18 and 36 respondents respectively who rated a subset of the learning items.

Table C

Correlational Chart of Activity Items*

Cross-cultural	1.00			
Organizing	.15 (.160)	1.00		
Service	.18 (.088)	.21 (.053)	1.00	
Research	-.20 (.053)	-.04 (.711)	-.18 (.096)	1.00
	Cross-cultural	Organizing	Service	Research

*The significance levels in parentheses here are based on a two-tailed test of significance.

Table D

Correlations Among Task, Agency, and Relationship Perceptions*

Respect for Agency						
Task Accomplishment	.426					
Job Identification	.357	.206				
Task Worthwhileness	.377	.547	.347			
Sense of Responsibility	.346	.399	.195	.364		
Perceived Support	.238	.136	.075	.365	.150	
Perceived Autonomy	-.123	.273	.019	.235	.363	.089
	Respect	Accomp	Job ID	Worth	Resp.	Supp.

*If r is greater than .200, then p is significant at the .05 level (two-tailed). N=85. The measures for support are items presented in Tables 6 and 7 in the text.

Table E

Factor Analysis of Task, Agency and Relationship Perceptions*

Factor I		Factor II	
Job ID	.831	Perceived Autonomy	.843
Agency Responsibility	.699	Task Responsibility	.728
Task Worth	.562	Task Accomplishment	.524
Task Accomplishment	.527	Task Worth	.348
Task Responsibility	.314	Agency Responsibility	.175
Perceived Autonomy	.102	Perceived Support	.022
Perceived Support	.080	Job ID	-.052

Factor III	
Perceived Support	.962
Task Worth	.455
Agency Responsibility	.204
Task Accomplishment	.145
Task Responsibility	.056
Perceived Autonomy	.031
Job ID	-.056

*The Factor Analysis Technique employed is the principal components method with varimax rotation. See the Statistical Package for the Social Sciences, NIC, Bent, and Hull, McGraw-Hill, Inc. (1970), pp. 218, 224.

Table F

Summary of Major Sex-Related Differences*

Item	Mean Score		Level of Significance
	Female	Male	
Internship seen as cross-cultural	2.552	3.055	---
Internship seen as organizational	3.793	4.382	---
Intern project worthwhile	1.828	2.400	---
Learning Factor I: Humanism	-.227	.115	---
Learning Factor IV: Wisdom	-.462	.237	.01

*The higher the factor score the lower the learning for a given item. Scores are based on a sample of 29 females and 55 males.

Table G

Summary of Major Race-Related Differences*

Item	Mean Score White	Mean Score Black	Level of Significance
Perceived internship as best overall opportunity for the summer	2.596	3.882	.05
Internship of organizational nature	4.439	3.684	---
Internship of a direct service nature	4.860	3.789	---
Felt agency doing its best	3.732	5.263	.01
Perceived project as worthwhile	2.018	2.895	---
Accomplished what intern set out to do	2.702	3.722	---
Felt most of the responsibility rested on him	2.684	4.316	.01
Felt himself autonomous in planning and carrying out project	4.930	3.789	.05
Factor II: Positive Community Learning	-.159	.498	.05

*The high score - low learning correlation does not apply to this item. Scores in Table G are based on a sample of 17 white and 57 black interns.